



**IMPROVING THE STUDENTS' BASIC GRAMMAR ABILITY BY  
MASTERING PERSONAL PRONOUN AT ELEVENTH GRADE STUDENTS  
OF MADRASAH ALIYAH DARUL MURSYIDI SIALOGO  
PADANGSIDIMPUAN**

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**ABSTARK**

Tujuan dari penelitian ini adalah penguasaan dasar grammar siswa melalui pembelajaran personal pronoun pada kelas XI di MA Darul Mursyidi Sialogo Padangsidimpuan. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas. Seseorang yang belajar bahasa Inggris harus memahami dengan benar mengenai struktur atau grammar, karena itu sangat penting baginya untuk berbicara sesuai dengan grammar yang betul. Sangatlah bagus jika belajar bahasa Inggris sekaligus belajar grammar yang benar, karena jika seseorang salah dalam menggunakan struktur maka bisa jadi akan salah dalam arti. Memiliki kemampuan yang baik didalam pembelajaran grammar akan memberikan mamfaat untuk berbagai aspek, baik aspek pendidikan maupun aspek sosial.. Semua masalah yang mereka alami bisa dilihat dari hasil test awal dengan jumlah skor mean 60. Sementara nilai KKM terendah disekolah tersebut adalah 75, dan itu sangat jauh dari nilai yang diharapkan. Namun setelah penelitian tindakan kelas ini dilaksanakan dengan penguasaan dasar grammar yaitu personal pronoun , maka nilai siswa sangat signifikan meningkat, walaupun di siklus pertama nilai mereka masih mendekati nilai KKM, akan tetapi dengan penuh perjuangan disiklus kedua nilai mereka meningkat dan memenuhi standar minimum sekolah yaitu dengan skor mean 79 yang artinya 92% mereka sukses dan memenuhi target kesuksesan.

Kata kunci: penguasaan bahasa Inggris dasar, personal pronoun

**ABSTRACT**

The purpose of this research is to master the basic grammar of students through personal pronoun learning in class XI at MA Darul Mursyidi Sialogo Padangsidimpuan. The research method used is Classroom Action Research. A person who learns English must understand correctly the structure or grammar, because it is very important to speak in accordance with correct grammar. It is great to learn English as well as learn correct

Having good skills in learning grammar will provide benefits for various aspects, both educational and social aspects. All the problems they experience can be seen from the initial test results with an average score of 60. While the lowest KKM score in the school is 75. , and it is very far from the expected value. However, after this classroom action research was carried out with basic mastery of grammar, namely personal pronouns, then the students' scores increased significantly, even though the first cycle their scores were still running the KKM score, but with full struggle in the second cycle their scores increased and met the minimum school standards. with a mean score of 79, which means that 92% of them are successful and meet the success target.



Key words: mastering basic English grammar, personal pronoun

## **INTRODUCTION**

The objective of teaching English is improving the students four competences, they are writing, speaking, reading and listening. The four abilities are related each other. To master writing ability, someone has to understand well about grammar, to master reading, someone has also knowing well about vocabulary. Vocabulary itself has a deep contact in speaking ability. While listening competence needs speaking fluently. All of that are related to each other.

Besides, in teaching writing skills, students have to master start from the very basic of grammar. A very basic grammar consists of part of speech. While here are the parts of speech such as noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection. By learning the part of speech, students respectively understand how to make sentence, what is noun, how to relate one word with others and many abilities in learning English basic.

The expectation of students in Senior high school is about mastering the basic of grammar, but unfortunately after doing the preliminary test about personal pronoun at eleventh grade of MA Darul Mursyidi, the result shows disenchantment. The mean score of the preliminary result is lower than the KKM of school. The active students are only 25 students. Researcher gives 20 questions about personal pronoun in multiple choice. In the end they only get 60 in mean score. The schools' KKM is 75 for English subject. Unfortunately from 25 students only 3 of them get 70 in preliminary test, while others get 60 and under it.

The condition of the school also affects to their ability in English. The previously, the school is only focus on the religion subject that is because the school is Islamic Boarding school. The condition of the students there, have a low ability in learning English. They can not speak English for their daily activity. The English teacher and the headmaster of school reliaze it, because it was a real contidion they have in their school. On the contrary now, the school wants to improve their student's ability in Language focus. These are Arabic and English language. The schools' headmaster tells that they want their students able to communicate in their daily activity using Arabic and English. So they support a researcher to improve their students by mastering the basic grammar. Because the students say, that they afraid of doing mistakes because they do not understand about grammar. After hard thinking, a researcher herself choosen the basic English grammar is the suitable title to teach to the students.

According to the background of the study, the problem of this research formulates as "how can mastering personal peronoun improve the students' basic grammar ability at MA Darul Mursyidi Sialogo Padangsidimpuan? ". While the objective of this research describes how mastering personal peronoun improve the students' basic grammar ability at MA Darul Mursyidi Sialogo Padangsidimpuan .

The research's scope is on mastering the students basic grammar ability through personal personal. The limitation of the research is the teaching basic grammar of the eleventh year students of MA Darul Mursyidi Sialogo Padangsidimpuan .

## **REVIEW OF RELATED LITERATURE**

### **2.1 Teaching Grammar**





Learning English means learning grammar. Someone who learns English has to understand well about structure or grammatical, for it is essential for her/him to speak English on right grammatical. It is better learning English with good structure, because if someone wrong in some structures it may be wrong in meaning. A good ability in learning grammar maybe give some advantages for many aspects. Moreover in the educational aspect or social aspect. Speaking with a good grammatical in formal or informal situation is also better than speaking without right grammatical.

Thornbury (1999) states grammar usually as the same as learning syntax and morphology of sentence. Learning grammar is also learning meaning both of them flow together and can not separate each other.

Grammar and communication has a strong relation. According to Larsen and Freeman there are three dimensional grammar framework in teaching grammar: first is structure or form, second is semantics and meaning, and the third is pragmatics. In leaning structure or form it discusses about morphosyntactic and lexical patterns, phonemic/ graphemic pattern, while in learning semantics and meaning it learns about lexical meaning and grammatical meaning, the last is learning pragmatics means learning social context, linguistic discourse context and presuppositions about context. He also strength that teaching grammar means allowing the language students to profit linguistic forms accurately, meaningfully, and appropriately.

According to Etpedia there are 10 techniques in teaching grammar: (a) boardwork presentations. It means we use a board to explain our method of teaching (b) using the students and you, the teacher. It means using our students or the teacher her/himself as an example to the grammar sentence (c) using realia. In teaching grammar we can also bring some objects to the classroom to make the grammar point to life (d) dialogue building. Making some dialogues to the students according to the grammatical context (e) dictation. Learning dictation immediately in the classroom forces the students to work in language and practices the listening ability and spelling (f) dictogloss. A lecture od teacher has a paper of text in preparation to dictate for students learning (g) drilling. Helping the students learning pronunciation by drilling a new language the learned (h) songs. Songs are the popular way in improving language (i) exploiting feedback stages. It is a chance to see, how the learning process runs well, checks the students' understanding and reaches the learning target (j) error correction. Students' need a good correction from their teacher or lecturer.

## **2.2 Personal Pronoun**

Personal pronoun is a replacement words using noun to change the words of person, animals and thing. It includes subject pronoun, object pronoun, adjective pronoun, possessive pronoun and reflexive pronoun. Subject consists of I, you, they, we, he, she, it. Object pronoun consists of me, you, them, us, him, her and it. Adjective pronoun consists of my, your, their, our, his, her, and its. Possesive pronoun consists of mine, yours, theirs, ours, his, hers, and its. While the last is reflexive pronoun consists of myself, yourself/yourselves, themselves, ourselves, himself, herself and itself.

## **RESEARCH METHOD**





The population of this research are 25 students, they were the active students in the class, actually the eleventh year students of Madrasah Aliyah Darul Mursyidi Sialogo are 33 students, but they have gone for tahfidz class to the other place for many months. So only some of students can active join the research class.

The setting of the research is at Islamic Boarding School of Madrasah Aliyah Darul Mursyidi Sialogo. It is because the students were lived at boarding school. The preliminary study and cycle I was conducted at December 2020 before the students doing the examination for semester I and cycle II was conducted at January 2021. Teaching and mastering the basic English Grammar especially on personal pronoun was chosen because it was the result of the interview and preliminary test in the beginning of the research. This purpose of the research was solved the students' problem in English subject.

The research design is Classroom Action Research (CAR). It is chosen, for the problem faced in the English subject in the class and a researcher help the students to solve it. After analyzed all data, finally CAR is the best solution to solve the problem in the teaching and learning process in the classroom. It is in line with Ekawarna (2010:4), she said that CAR was designed to help the teacher and students in solving the class problems, for CAR's aim is developing the method of learning with the new strategy of teaching and learning. A researcher may collaborate with the English teacher to improve the students' ability in learning.

Here are the CAR's procedure which adapted from Kemmis and Taggart in Ekawarna (2010:16) first is reconnaissance (preliminary study), second is planning the action, third is implementation of the action, fourth is observation, fifth is analysis and reflection and the sixth is success. In the end, if the cycle is failed, the procedure from the first until the sixth will be repeated until the learning objectives achieved. One cycle consists of two meetings for learning method and one meeting is for testing time. If one cycle success it means the cycle will be stopped.

The data analyzed in this research both qualitatively and quantitatively. The result of the field note and observation sheet analyzed qualitatively. Meanwhile, the result of the preliminary test, test in cycle I and cycle II are classified as quantitative data. The quantitative data used the percentage method as bellow:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : percentage

F : the frequency answers

N : the number of respondent

In getting the mean score, a researcher used this formula:

$$X = \frac{\sum X}{N}$$

Notes:

M : the mean

$\sum X$  : the sum of the scores

N : number of the students





## FINDINGS AND DISCUSSION

### 4.1 Findings

In reality, a researcher herself want to help the studnts to understand well about personal pronoun and the used perfectly. By knowing well about personal pronoun can help the students to understand English basic grammar. In personal pronoun they have to know about subject, object pronoun, adjective pronoun, possessive pronoun, and reflexive pronoun.

In fact, in the classroom there were many students still not understand the use of it. Some of them only known that subject are I, you,they,we, she, he it. If he changed to be name as Ahmad, they will be confused to make the words, even Ahmad is the same as He if it becomes the third person in the sentence. Me is an object in the sentence, but the reality in the classroom, many of students do not understand it. To distinguish the used of your and yours in sentence is hard for them. A researcher has a very strong power to explain it for them, your must be followed noun in the sentence and yours can be stood by itself in the sentence. For example this is your book and that book is yours. Moreover about explaining about possessive and reflexive. It really needs harder effort to make the students understand. The following is the table of personal pronoun.

Table 4.1 Personal Pronoun

PERSONAL PRONOUN					
	Subjek Reflexive	Object	Adjective	Possesive	
Saya	I	Me	My	Mine	Myself
Anda	You	You	Your	Yours	Yourself
Kami	We	Us	Our	Ours	Ourselves
Mereka	They	Them	Their	Theirs	Themselves
Dia (lk)	He	Him	His	His	Himself
Dia (pr)	She	Her	Her	Hers	Herself
Itu(bnd)	It	It	It	Its	Itself

The result in the preliminary study showed, that there were many students have a low score in the test. The question of preliminary test were twenty questions, it was about the whole personal pronouns and in a simple sentence. Their mean score was 60. It is under the minimum standard score of school. The students who got 70 were MYR, MDK and NLS , but although they got 70 in their preliminary study, they still could not reach the KKM of school.

Table 4.2 Preliminary Test Result

No	Nama	Preliminary Study
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1	ADA	55
2	ALB	60
3	AMS	58
4	ANL	65
5	DND	60
6	EMP	50
7	HMS	66
8	MMH	60
9	MYR	70
10	MDK	71
11	MKE	65
12	NLS	70
13	PRR	55
14	RSK	50
15	RTJ	58
16	ROS	56
17	RSS	55
18	STR	50
19	SYR	60
20	SPR	66
21	ABR	68
22	MTD	64
23	MSF	65
24	MHQ	60
25	HFY	50
Mean Score		60

#### **4.2 Discussion**

There are three meetings in the first cycle. A researcher has made the preparations for the teaching and learning process as good as possible. It was lesson plan, field note and some learning tools. Based on the experienced in the preliminary test, a researcher tried harder to make a good teaching for the students.

First meeting was conducted on 9th of December 2020 at 9.40 AM until 11.00 o'clock AM. It was 3 X 40 minutes for English subject from the headmaster of school. She has an enjoy time to teach personal pronoun as detail as possible. For the first meeting, she explain well about subject and object in use. A researcher made the subject and object pronoun in sentence and practiced some exercises. Finally in the last fifteen minutes before the times up, they still have time to do the simple exercise for teaching feedback for the whole students.

The condition for the first meeting was effective and and students felt so enthusiastic. They were easy to manage because they heard the researchers' explanation of teaching slowly. All of the students joined the class. A researcher is also given the students some advices and motivated them in learning English. After she explained briefly about the subjects, some of students were understand and tried to answer her questions in the right answer.





The second meeting was conducted on 12th December 2020 at 8.40 AM until 10.20 AM. It was 3 X 40 minutes but for this time was different, the times was separately by resting time. Then the students feel so fresh for the three meetings in one time. The materials were the adjective, possessive and reflexive pronoun. For that time, a researcher tried to make some examples in simple sentence using adjective, possessive and reflexive pronoun. However, grammar is close to the writing ability. If someone learn about grammar, it means she or he learn how to write correctly. The conditon for the second meeting was run successfully. Some of them could differentiate the using of adjective pronoun and possessive pronoun. It can be seen from their response to the researcher in explaining the lesson, but still there were some students not understand what a researcher explained. It was a hard struggle to make them understand.

The third meeting was conducted at 15th December 2020 at 8.40 AM. This was a special meeting because a researcher got only one hour for the test. Because all of the students wanted to have the final examination for the semester. To my surprise, all of them still motivated to join for cycle I test. The following is table 4.3 for the students' result in cylce I test.

Table 4.3 Table Of Cycle I Test

No	Nama	Cycle I
1	ADA	65
2	ALB	65
3	AMS	68
4	ANL	73
5	DND	60
6	EMP	58
7	HMS	70
8	MMH	70
9	MYR	75
10	MDK	78
11	MKE	70
12	NLS	74
13	PRR	66
14	RSK	60
15	RTJ	74
16	ROS	68
17	RSS	65
18	STR	55
19	SYR	70
20	SPR	68
21	ABR	70
22	MTD	65
23	MSF	70
24	MHQ	68
25	HFY	70
Mean Score		68

The students' score was improved from the preliminary test before the research done, but unfortunately it was still under the minimum standard of the school KKM.





There were 12 students got 70 and more, but only MDK got 78 and passed the criteria of success. On the contrary EMP nad STR still got 50 for their score. Both of them still have the lowest score in the cycle I. Their mean score for the cycle I was 68. This table showed that the cycle must be continued to the next cycle.

The fourth meeting was conducted on 9th of January 2021 at 9.40 AM until 11.00 o'clock AM. It was 3 X 40 minutes as before in Desember. After explaining more detail about personal pronoun about subject and object, a researcher given an error analysis excercise to the students. Making a different method was given to them because it is hoped their ability in mastering personal pronoun improved.

The fifth meeting was conducted on 12th of January 2021 at 9.40 AM until 11.00 o'clock AM. It was 3 X 40 minutes. She explain about the adjective, possessive and reflexive pronoun elaborately. The students enjoyed the class and listened to the teacher carefully. They did the exercise and explored their capability. For this chance a researcher tried to make the exercise differently. It was about filling the blank of personal pronoun in the sentence and making a new sentence by themselves. The sentence is a simple sentence.

The sixth meeting was the last meeting. It was conducted on 15 th of January 2021 at 8.40 AM. The time is only for doing the test. The questions consisted of twenty questions for fourty minutes. All of the questions were about personal pronoun that the students studied with a researcher. The following table was the result of cycle II test.

Table 4.4 Table Of Cycle II Test

No	Nama	Cycle II
1	ADA	76
2	ALB	78
3	AMS	80
4	ANL	82
5	DND	77
6	EMP	76
7	HMS	80
8	MMH	84
9	MYR	88
10	MDK	90
11	MKE	84
12	NLS	85
13	PRR	77
14	RSK	74
15	RTJ	84
16	ROS	79
17	RSS	76
18	STR	70
19	SYR	80
20	SPR	79
21	ABR	81
22	MTD	77
23	MSF	78
24	MHQ	76
25	HFY	80





Mean Score	79
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Furthermore, in the end after all the fight in learning and teaching process, the students got success in the cycle II test. Although still there were two students unsuccessful in the test, the teaching was run successfully. There was 92% of the students passed and reached the criteria of success. It can be seen from the mean score 79 even their KKM was 75. The conclusion was the learning of mastering the personal pronoun at eleventh grade students of Madrasah Aliyah Darul Mursyidi Sialogo Padangsidimpuan was success and cycle II was stop.

Finally the learning of personal pronoun was finished and hopefully useful for the students and a researcher herself. Teaching grammar is something that happily to know it. To master English is to master grammar. Everyone should learn about foreign language if she/he want to reach a world. Because by mastering grammar, someones improves her/his capability in understanding English.

## CONCLUSIONS

### 5.1 Conclusions

After doing the Classroom Action Research to the eleventh grade students of Madrasah Aliyah Darul Mursyidi Sialogo Padangsidimpuan, a researcher found many conclusions. There are, first, it was about the students' motivation, their motivation increased after joining the class. They had motivated to learn more about other subject in English. Second, it was about their ability. Although in cycle I test was unsuccessful, but they proved in cycle II. It can be seen from their average mean score 79, whereas 79 means 92% of the students were succeeded and reached the criteria of success. Third was, the English teacher and the headmaster were also motivated to improve the English learning in that school.

A researcher herself believes that this classroom action research is still far from completeness, she apologizes for her mistakes during the research to the students, to the headmaster, to the English teacher and all resources. Many thanks to them who supports this research runs as she hopes. She expects this research becomes useful for the students, the teachers, a researcher herself and the readers.

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